

Central Washington University
May 5-9 2007
Teacher Preparation Program

STANDARD 1: PROFESSIONAL EDUCATION ADVISORY BOARD (PEAB)

Operating Procedures, Membership, Meeting Times

The unit has established a PEAB in accordance with WAC, with the requisite membership. There are currently ten voting members on the PEAB, with four appointed by the Washington Education Association, one by the Association of Washington School Principals, one by the Washington Federation of Independent Schools, one by the Washington Association of School Administrators, and one by the Washington Association for Career and Technical Education Administrations (WAVA).

The PEAB has met four times a year, with excellent attendance (over 90% in 2005-06). In those meetings, they have discussed a wide range of issues, including the professional certificate, candidate dispositions, National Board, and the pre-autumn field experience. In addition, the PEAB regularly hears presentations by representatives from different endorsement programs. The PEAB also takes responsibility for a ceremony honoring the top 10 student teachers each year.

The PEAB has submitted an annual report with all requisite information in each of the past five years, and has reviewed the program approval standards within the past five years.

Recommended rating: Met

Collaborative Function

PEAB minutes and annual reports, as well as interviews with PEAB members provided ample evidence that the program and PEAB have a strong collaborative relationship. The PEAB has regularly reviewed a variety of program data, including graduate surveys, teacher placement report, WEST-E summary report, and candidate demographics.

Minutes and annual reports clearly summarize PEAB recommendations and program responses. Recommendations within the past year have touched on issues such as the need for more coverage of classroom management issues, the need for more diversity on the PEAB, the timing of the WEST-E, recognition of outstanding education faculty, and content/administration of the follow-up surveys of graduates and their principals.

PEAB members indicate the program is quite responsive to recommendations, noting "When we speak, they listen." Members said they felt valued and found their participation on the PEAB to be mutually beneficial.

Recommended rating: Met

STANDARD 2: ACCOUNTABILITY

Learner Expectations

The unit has aligned its teacher preparation course work with the Washington Administrative Code (WAC), the institutional standards of Central Washington University (CWU), & the unit standards designed by the Center for Teaching & Learning (CTL). Many of the course syllabi and additional program documents reveal that the unit has clearly linked the teacher education program to the WACs for alignment purposes and make explicit reference to the state EALRs and GLEs. Additionally, the unit has considered the university's four institutional goals for all of their graduates: Critical thinking, Quantitative & Symbolic Reasoning, Writing, Information Literacy.

On the CWU website, the university has provided clear definitions of each goal, the outcomes that they wish to achieve, and broad rubrics for assessing the outcomes. While it was not clear at the time of the visit how these goals are articulated for candidates who enter the university at various points of their academic career (i.e., transferring in with an Associate's Degree), there is an indication that the unit is attempting to integrate the unit assessment system with the broader university goals.

The CTL standards, developed by the unit, are based on four domains, including: 1) Evidence of Candidate Learning, 2) Assessment of Teaching and Learning, 3) Evidence of CTL Faculty Performance, and 4) Evidence of Institutional Performance. The first domain is the one that is primarily concerned with articulating the expected performances of the unit's candidates. Standards include, but are not limited to, the following: 1.1: Candidates demonstrate subject matter knowledge in areas of endorsements; 1.2: Candidates demonstrate a thorough understanding of pedagogical content knowledge; 1.3: Candidates demonstrate a thorough understanding of professional and pedagogical knowledge and skills; 1.4: Candidates reflect dispositions expected of professional educators; 1.5: Candidates demonstrate a positive impact on student learning; 1.9: Candidates have opportunities to learn from a diverse representation of faculty; 1.10: Candidates have opportunities to work with a diverse representation of P-12 students. In addition, individual endorsement programs (e.g., Science Education, Early Childhood Education) have provided evidence of attending to the requirements of the professional organizations of their respective organizations (e.g., NCSS, NCTM, etc.).

Recommended rating: Met

The Assessment System

The unit's Assessment Committee, established in 2001, consists of 27 members who represent the various programs. Their charge is "to develop an assessment system and data collection processes that contextually reflect the conceptual framework. The purpose of which, is to systematically collect data, which when analyzed will evaluate CTL's performances relative to the six NCATE Professional Standards. The Committee is also charged with examining the assessment system's efficacy and recommending modifications when necessary."

While the unit has initiated the development of an assessment system for its teacher preparation program, currently there is no significant evidence that the system is comprehensive, systematic, or clearly linked to the outcomes of the conceptual framework. The unit's system charts four transition points for candidates. Transition I – Admission; Transition II – Completion of pedagogical core and content courses; Transition III – Completion of student teaching/internship experience (graduation); Transition IV – Completion of professional cert/continuing education/NBPTS. In the teacher preparation program, the transitions are assessed in the following ways:

- Transition I – Completion of an admission application, evidence of a GPA > 3.0 (exceptions can be made), submission of a “Character & Fitness Form,” fingerprinting, West-B scores, English & mathematics courses (or an AA or BA), submission of recommendations, and the completion of a unit designed Dispositions Inventory.
- Transition II – Student teaching application, professional education core portfolio, completion of content course work, West-E, “Character & Fitness Supplement,” and fingerprinting.
- Transition III – Performance-based Pedagogy Assessment, Dispositions Inventory, reflective assessment, student teaching portfolio.
- Transition IV – Assessment of professional certification work and/or NBPTS portfolio

With the adoption of LiveText, an electronic data management system, in 2003, the unit began the process of developing a system that could aggregate program data for the various programs. However, the adoption of LiveText has been relatively slow with approximately 52% of all courses in the teacher preparation program currently utilizing the system. Consequently, most of the program assessment that is being completed is within individual courses (e.g., a specific faculty member examining candidate responses and making subsequent changes) and provides little comprehensive evaluation for the program or sequential development of candidates. For example, while the Performance-Based Pedagogy Assessment is now being entered through LiveText, the unit has not aggregated any of this data for formal program reports.

Additionally, while there is a single example of a validity/reliability study as related to the Dispositional Inventory, the remaining assessments have not been evaluated along these dimensions.

Recommended rating: Unmet

Use of Data for Program Improvement

As noted above, while the unit has started the development of its assessment system for the teacher preparation program, the system requires additional expansion in how it collects, compiles, summarizes, analyzes, and reports its program data. While all of these aspects of the assessment system exist at some level within the unit (e.g., the science education program has completed some exemplary work), the unit does not ensure that this process is being replicated throughout all of the endorsement areas or for each remote

site. Consequently, the unit was unable to present evidence that they consistently and systematically use data for program improvement across all endorsement areas.

The unit maintains placement records for all of its program completers and asks former candidates to complete a program satisfaction survey at the 1st and 3rd year after completion. Although the response rates for these surveys are relatively low (14%), there is evidence that this limited data is shared with the Professional Education Advisory Board for Teacher Education. However, the analysis of the survey data at this point is limited in its scope.

As the unit related on numerous occasions to the visiting teams, both through written documentation and in conversation, they have not systematically collected or aggregated data for all their teacher education programs at this time. While there are plans to complete this work in the near future, at the time of the visit this was not complete and, consequently, they were unable to meet the intent of this standard.

Recommended rating: Unmet

Positive Impact on Student Learning

While there is a lack of systematic program data for the unit, the candidates and faculty that were interviewed during the visit were clearly able to articulate how they can have and assess a positive impact on student learning. For candidates, they are expected in their final student teaching portfolio to provide evidence of assessment data that demonstrates the effect of their teaching on the students in their classroom. A review of these teaching portfolios revealed prep/post test measures, student self-reflections, candidate descriptions of student learning, and additional samples of student work. In a similar fashion, faculty members were able to articulate the importance of helping their candidates demonstrate their effectiveness by assessing the positive impact on student learning.

Recommended rating: Met

STANDARD 3: UNIT GOVERNANCE AND RESOURCES

Unit Leadership and Authority

The Center for Teaching and Learning (CTL) is the interdisciplinary organization of the university charged with planning and delivering preparation programs in teaching, school administration, school counseling, and school psychology. Governance is provided through an Executive Board under the leadership of the dean of the College of Education and Professional Studies (CEPS). Membership of the Executive Board includes the deans of the College of Arts and Humanities (CAH) and College of the Sciences (COTS), the CEPS associate dean, and a local school district administrator. The Professional Education Advisory Boards (PEABs) Assessment Committee and Candidate Scholarship Committee report directly to the Executive Board.

An Advisory Council led by the CEPS associate dean provides overall leadership to the CTL. The work of the Advisory Board is accomplished through seven standing committees in the areas of diversity and equity, undergraduate curriculum, graduate programs, candidate admission/recruitment/retention, P-12 school-based services, educational technology, and faculty development and scholarship. Members of the standing committees make recommendations to the Advisory Council which in turn, carries recommendations forward to the Executive Board.

The CTL includes all fulltime and part time faculty housed in the CEPS, COTS, and CAH who teach courses in professional core or teaching methods. The PEABs, Assessment Committee, Candidate Scholarship Committee and Advisory Council as well as the seven standing committees of the Advisory Council include representation from these colleges. The CTL Policy Manual provides the structure and procedures for governance, general policies, and policies related to faculty, students and curriculum of the CTL. Meeting minutes of committees that maintain them were not recent in some cases, but sufficient to reflect the cohesiveness of the unit.

The unit's guiding conceptual framework for the preparation of teachers and administrators is grounded in the philosophy and theories of constructivism. Developed in 1992, the conceptual framework was most recently updated in 2006 and disseminated through various media such as the catalog, brochure, student handbook, and faculty workshops. Unit governance and leadership provided through the CTL is inclusive, well-structured, and responsive to the issues and challenges at hand. Evidence includes organizational and governance charts, the faculty membership roster, meeting minutes, the policy manual, and interviews with CTL committees and university leadership.

Recommended rating: Met

Qualified Faculty and Modeling Best Practices in Teaching

As evidenced by summary charts and vitae, 64% of the 157 CTL faculty members have a doctoral degree, 5% have a master's in fine arts, and 31% have a master's in an area other

than fine arts. Faculty who have not earned a doctorate demonstrate exceptional expertise in their areas of assignment, and 102 or 66% have greater than five years teaching experience in higher education. University field supervisors have contemporary professional experiences in school settings. Cooperating teachers who mentor candidates during their student teaching internship must have a minimum of three years of successful teaching experience and hold the appropriate teaching certificate for their classroom assignment according to Office of Field Experience procedures.

Program faculty have a thorough understanding of the content they teach and are teacher scholars who integrate what is known about their content fields, teaching, and learning in their own instructional practice. It is clear from course syllabi and interviews that faculty encourage candidates' development of reflection, critical thinking, problem solving and professional dispositions. Course syllabi and examples of faculty teaching demonstrate best practices in the use of assessments, multiple instructional strategies, and the integration of technology and diversity. Syllabi also clearly reflect the unit's conceptual framework as well as research, theories, and current developments in the field and in teaching.

Evidence of faculty teaching effectiveness is reflected in results of the Student Evaluation of Instruction (SEOI) completed by candidates at the end of each course professional core and content area course. Teaching effectiveness and the use of best practices is also evidenced by interviews with faculty, students and PEAB members, and by the recognition of many faculty members through teaching awards from local, state, and national organizations.

Recommended rating: Met

Modeling Best Practices in Scholarship

There is clear evidence through vitae and examples that faculty are actively engaged in scholarly work related to teaching, learning and their field of specialization, particularly in the area of grants and presentations. The high quality and value of representative grant projects such as *Preparing Teachers for Tomorrow's Technology (P-3)* and *Preparing All Teachers for Linguistic Diversity (PAT)* was exemplified in the exhibits and demonstrated via poster session. Representative presentations include *The Development and Implementation of Washington's Classroom-based Performance Assessments*.

Recommended rating: Met

Modeling Best Practices in Service

Service to the college, university, P-12 schools, the community, and local, regional and national organizations is provided by faculty through a broad range of activities as documented by vitae. Faculty are actively involved with the professional world of practice in P-12 schools, in professional associations, and they provide education-related services at local, state, and national levels.

Recommended rating: Met

Experience working with Diverse Faculty

The CTL unit represents about 39% of the total faculty of the university. Of these, 16 or about 10% of the total faculty are of diverse ethnicity. Updated ethnicity and gender of the 157 unit faculty members as reported on the *CTL Faculty Summary by Ethnicity* exhibit and the *CTL Faculty Membership* exhibit are provided below.

Initial Programs 57	1 American Indian or Alaskan Native 1 Black, non-Hispanic 49 White, non-Hispanic 6 Not Reported
	35 Female 22 Male
Both Initial Programs and Advanced Programs 82	2 American Indian or Alaskan Native 3 Asian or Pacific Islander 4 Black, non-Hispanic 3 Hispanic 58 White, non-Hispanic 1 International/Non-resident Alien 1 Unknown 10 Not Reported
	34 Female 48 Male
Advanced Programs 16	1 American Indian or Alaskan Native 14 White, non-Hispanic 1 Not Reported
	7 Female 9 Male
Administration 2	1 White, non-Hispanic 1 Unknown
	2 Female

The CTL recognizes the importance of ensuring that candidates have the opportunity to interact with higher education faculty representing diverse populations, and also that the unit faces challenges in the area of diversity. This recognition is very apparent through the work of the Diversity and Equity Committee that in 2004, developed a series of recommendations for increasing recruitment and access within the document *Heeding the Call to Action – Taking the Initiative: Walking the Talk*. A related recommendation includes the initiation of departmental faculty outreach that would utilize connections of current faculty of color through their wide-ranging networks. There was no evidence of an explicit plan to ensure candidates interact with higher education or school faculty.

The unit uses the *Best Practices* of the university in its faculty recruitment, selection and retention efforts. These guidelines support the encouragement of diverse applicants, and applicants with experience working with students from diverse backgrounds and in mentoring women, minorities, students with disabilities, or other under-represented groups.

Recommended rating: Met

Experience Working with Diverse Candidates

The region of Kittitas County is predominantly White, non-Hispanic (93.7 %). White non-Hispanic population of each geographical area served by the university is 51.3% in Eastern Washington, and 63.3% in Western Washington. As such, candidates who complete their preparation program through off-campus university centers in Des Moines, Lynnwood, Moses Lake, Pierce County, Wenatchee and Yakima are more likely to encounter candidates of color or ethnic diversity than those who complete their program at the Ellensburg main campus.

Diversity representation of teacher education candidates in 2005-2006 is slightly less than that of the university overall, with an identified White, non-Hispanic representation of 80.7% and 77.9%, respectively. Comparison data with the state and public school populations is consistent with that of the university and CTL candidate population.

The CTL recognizes the importance of ensuring that candidates have the opportunity to interact with other candidates representing diverse populations, and also that the unit faces challenges in the area of diversity. This recognition is very apparent through the work of the Diversity and Equity Committee that in 2004, developed a series of recommendations for increasing recruitment and access within the document *Heeding the Call to Action – Taking the Initiative: Walking the Talk*. A number of recommendations include exciting and creative strategies that would support the interaction of candidates with other candidates of diverse populations however there is no evidence of an explicit plan.

There is evidence that when possible, course instructors provide opportunities for candidates to interact with each other to learn about their respective contributions to diversity.

Recommended rating: Met

Experience Working with Diverse Students in P-12 Schools

Aggregated data for the period of 2003-2006 indicate that 50% of student teaching internship placements were made in the ten most diverse school districts of the placement region. Overall, the 45 districts in which student teachers were placed had a White, non-Hispanic population of 55.2% as compared to the state of 70.7%. There is no guarantee that candidates in the teacher preparation program will have a diverse field experience.

The CTL recognizes the importance of ensuring that candidates have the opportunity to interact with P-12 students representing diverse populations. This recognition is very apparent through the work of the Diversity and Equity Committee that in 2004, developed recommendations for infusing cultural competence into the professional sequence within the document *Heeding the Call to Action – Taking the Initiative: Walking the Talk*. One component addresses field-based diversity experiences however there is no evidence of an explicit plan to include field experiences in settings with exceptional populations and students from different ethnic, racial, gender and socioeconomic groups.

Although candidates are limited in their access to diverse populations of school-aged children, there are many opportunities to interact with children and youth from diverse cultural and social backgrounds. For example, during this site visit candidates participated in the annual *Dia de los Niños* (Day of the Child) project. Volunteers provide an array of activities for children and parents and assist migrant, Latino, Chicano, and Hispanic families to celebrate this prominent cultural holiday. Another example is the annual *Harrah Elementary School Pow-Wow* on the Yakama Reservation, where candidates and faculty join school children and youth, local tribe members, and the community patrons for cultural activities.

Recommended rating: Met

Collaboration

The organizational structure of the CTL facilitates a strong culture of collaboration between and among faculty in professional education, faculty in academic departments across the university, and colleagues in P-12 schools. As indicated under the Unit Leadership and Authority element these groups are broadly represented within the unit. It is apparent from interviews with faculty members and CTL committees that faculty are engaged as a community of learners in support of the conceptual framework and scholarship. Of note are the exceptionally strong relationships formed between teacher education faculty and faculty in the arts and sciences to develop and refine knowledge bases, conduct scholarly work and improve the quality of education for all students. There are multiple examples of collaborative efforts between CTL faculty, candidates and P-12 schools, including activities that involve the greater community. Professional development offered through the Educational Technology Center (ETC) is available to members of the CTL, the greater university community and colleagues in P-12 schools.

Recommended rating: Exemplary

Unit Budget

The budget for the preparation of professional educators has increased more than 24% over the past six years, from \$2,943,714 in FY 2000-2001 to \$3,663,064 in FY 2005-2006. CTL budget allocations have been consistently proportional to those of other units of the university during this timeframe as exemplified in FY 2005-2006, when the unit budget was 10.4% of the Academic Affairs budget and 4.8% of the overall University budget.

The budget is sufficient to support ongoing unit operations and programs that prepare candidates to meet standards as evidenced by published documents and interviews with the CTL unit and university leadership. Funds are allocated for personnel, instruction, curriculum materials, technology, and professional development. External grants from public and private agencies average about \$1.25 million annually over the past four years.

Recommended rating: Met

Personnel

In March of 2006, the university Board of Trustees approved the first collective bargaining agreement between the United Faculty of Central and Central Washington University. Conditions with respect to faculty appointments, performance evaluations, working conditions and workload are delineated therein.

Workload policies including on-line course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service. Normally, faculty workload consists of a balance of teaching, scholarship and service. Tenured and tenure-track faculty are responsible for 45 workload units per academic year, with one unit equal to the equivalent of one contact hour of teaching, or equivalent scholarship or service effort. A total of 101, or 63% of the faculty involved in educator preparation programs hold tenure or tenure-track positions. The remaining 56 are fulltime non-tenure track or part time adjuncts.

The unit makes appropriate use of fulltime and part-time clinical faculty and graduate assistants so that program coherence and integrity are assured. Of the 32 faculty members involved in field supervision during 2006-2007, six are fulltime tenure-track, one is fulltime non-tenure track, four are on one-year contracts and 21 are part time adjuncts. There are 38 graduate assistants assigned to educator preparation programs across the colleges of the unit. A total of 12.75 FTE staff members provided support to the CEPS, each with specific roles and assignments. Additional support staff in other colleges of the CTL unit are part of a larger department and provide support to the CTL unit personnel as needed.

The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology. Funding for professional development in the amount of \$700 per year is made available by the Provost, and the Graduate School provides \$300 in matching funds to individuals whose application meets specific criteria. The deans of the three colleges that comprise the CTL provide \$300 in support for travel and expenses related to professional development. Professional development offered through the Educational Technology Center (ETC) is available to members of the CTL, the greater university community and colleagues in P-12 schools.

As evidenced by faculty workload policies, the use of graduate assistants and certification responsibilities assigned to staff, candidates in educator programs are appropriately advised of course, program, and certification requirements. Teacher candidates are tracked through their program through the Teacher Certification Office and certification records are maintained in a systematic manner.

Recommended rating: Met

Unit Facilities

The CTL unit maintains outstanding facilities on campus and at the six University Centers located off-campus in partnership with community colleges. Black Hall, the home of the CEPS, was extensively renovated in 1998 and comprises 105,000 square feet of floors space designed to meet the professional education needs of candidates, faculty and the

community. The standard faculty office is 140 square feet equipped with ergonomically designed furnishings and voice, data and video connectivity. Candidates in professional education programs also use Hogue Technology, Michaelson Hall, and the Science Building.

As evidenced by tours of the campus, buildings, workspaces, classrooms including distance education facilities, and virtual tours of the University Centers it is clear that the unit provides exemplary facilities in support of all professional education programs.

Recommended rating: Exemplary

Unit Resources Including Technology

The university provides an array of services and resources to candidates through units such as the Academic Advising Center, Student Health and Counseling Center, and Career Services. University facilities are well-equipped with technology and communication equipment with over 20 computer labs located across campus. Labs are maintained by the respective colleges in which they are located, and lab assistants are available in each area to assist candidates as needed. Classrooms are furnished with equipment that facilitates group work in a variety of special arrangements. Academic technology and administrative computing services are provided through units of the university.

The Brooks Library and the Education Technology Center (ETC) provide resources that are adequate in scope, breadth, currency and multiple perspectives. Users have 7/24 Internet access to library collections, which exceed 1.3 million volumes, films, government documents, maps, audio recordings, videos and DVDs. Library services are provided to university departments through liaisons, including to faculty and candidates at off-campus University Centers.

Of note is the ETC state-of-the-art facility open to all university faculty, staff and students in Black Hall. The ETC was established in 1998 with resources previously housed in the Brooks Library. The ETC provides instructional technology leadership, workshops and resources to faculty, staff, candidates and P-12 schools associated with professional education programs. As evidenced by a tour of the facility the ETC is a dynamic, interactive, and supportive learning center.

Recommended rating: Met

Unit Evaluation of Professional Education Faculty Performance

The unit conducts systematic and comprehensive evaluations of faculty teaching performance. Policies on retention, promotion and tenure may be found within the collective bargaining unit agreement, and each college with representation in the CTL unit. Evaluations are used to improve teaching, scholarship and service of the faculty. The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology. Funding for professional development

in the amount of \$700 per year is made available by the Provost, and the Graduate School provides \$300 in matching funds to individuals whose application meets specific criteria. The deans of the three colleges that comprise the CTL provide \$300 in support for travel and expenses related to professional development. Professional development offered through the Educational Technology Center (ETC) is also available to members of the CTL, the greater university community and colleagues in P-12 school.

Recommended rating: Met

STANDARD 4: PROGRAM DESIGN

The Conceptual Framework

The Center for Teaching and Learning (CTL) at Central Washington University has a Conceptual Framework (CF) that is clearly stated, well defined and can be found in various sources. The CF is clear and linked to the vision, mission, and values of the University. The agreed upon theme, which was modified “to reflect multicultural and global perspectives,” is “facilitators of learning in a diverse world.”

The Institutional Report (IR) expands on the CF providing the historical overview and its philosophical basis of constructivism, which is based in Piagetian developmental psychology. The CF is stated in the CTL brochure (which seems to be outdated based on the information in the IR), which provides an overview of the important aspects in the CF. It is also stated in the Student Handbook and school catalog.

The unit has developed assessments with their professional communities that reflect the Conceptual Framework. For example, the final student teaching evaluation assesses the skills that are consistent with the CF, as assessed in the ten learner outcomes.

The Faculty has a clear understanding of the CF and can articulate its principles. However, when speaking with students it was evident that the CF is vaguely understood, if at all. During one interview a candidate stated that she was not familiar with the CF; however, later on was able to connect it to constructivism. Other candidates had clearly encountered constructivism in multiple courses, and indicated that faculty members modeled that philosophy. The CF does reflect the unit’s commitment in preparing candidates to support learning for all students and preparing candidates who are able to use educational technology to help students learn.

Recommended rating: Met

Recruitment, Admission, and Retention

The unit’s admission practices are described clearly and consistently in publications, and decisions about candidate performance are based on multiple assessments made at admission, transition points, and Program completion: WEST-B results, Dispositional Inventory, grades in professional core and content core, professional and content core Portfolio Assessment, WEST-E results, State Pedagogy Assessment results, Student Reflective Assessment, and Student Teaching portfolio Assessment.

During interviews candidates stated that they have access to student services such as Academic Advising, Student Health/Counseling Center, and Career Services.

Candidates do include members from under represented groups. Also The Diversity and Equity Committee has placed, in 2004, recommendations for recruitment and access stating that the committee plans to bring forth the following recommendations: Establish a full-time Minority Recruiter position, co-sponsor Teacher Recruiter/Teacher-in-Residence Program, undertake a Minority Alumni Recruitment Initiative, and establish a CWU/Community College Pre-Cohort Partnership. For retention the committee also recommended the following: collaboration with Minority Student Organizations, develop and maintain a Diversity Education Center in collaboration with the University Diversity Education Center, collaborate with High School Teaching Academies, initiate Department Faculty Outreach, coordinate and publish an Academic Cultural Calendar, establish a Financial Aid Clearinghouse, connect with and coordinate efforts with CAMP, develop an "Access to Faculty of Color Program – to name a few. However, these continue to stand as recommendations only, as no plan has been put in place.

Recommended rating: Met

Pedagogical Content Knowledge

Students stated that pedagogical knowledge and skills were provided through class work in the Professional Core Program, their Pre-Autumn experience, and Student Teaching. They stated that the instruction provided was "great experience" and that they were able to "apply it in working with kids." In interviews with cooperating teachers many stated their student teachers' come "well educated," especially in the area of technological knowledge.

There are also assessments such as the PPA that specific address the pedagogical knowledge; however, only 42 students out of more than 400 had been entered into LiveText, an electronic data collection system, and assessment rubrics do not yet provide aggregated data.

The opportunities to learn the pedagogical knowledge and skills may be present; however, the aggregated data to show this is lacking.

Recommended rating: Unmet

Professional and Pedagogical Knowledge and Skills

There is little to no aggregated data showing that candidates can apply professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. Faculty states that the consideration of school, family and community contexts and prior student experiences are taken into account in developing meaningful learning for candidates. However, knowledge and skills are not clearly demonstrated due to lack of aggregated data.

Recommended rating: Unmet

Content Knowledge including Endorsements

Teacher candidates must have completed 45 credits in general education plus prerequisite Courses of ENG 101 and 102, and; MATH 101, 153, 154, 164, 170, or 172. They must also hold a minimum GPA of 3.0. And they must have passed all portions of the WEST-B exam.

The school provides candidates with content knowledge and skills through course work and field experience. There is also the understanding that knowledge of subject matter will also be obtained through CWU basic skills requirements in the areas of Arts and Humanities, Social and Behavioral Sciences, and Natural Sciences.

Students stated that content knowledge instruction was limited, as there was much more emphasis on methods and not much on subject matter. One student stated that he received, “Not a lick of instruction in the content areas.”

The school has had candidates in the past and a 2006 awards winner showcased in the Symposium on University Research and Creative Expression (SOURCE), which is a forum that showcases all genres of scholarly work

All program completers have passed the WEST-E .Data from 2005-2006 (the first year WEST-E data have been reported) shows two licensure areas in which the PESB assessment report showed pass rates are lower than 80%: chemistry and English as a Second Language. Because only four candidates attempted the WEST-E chemistry test, the sample size is too small to make meaningful generalizations. Program personnel indicated that there some alignment issues between the ESL curriculum and the Praxis which are being addressed. (Note: because the PESB-published data for 2005-06 are not matched to program completers, it is possible that some test-takers had not completed the prescribed endorsement program.)

Recommended rating: Met

Learner Expectations

The unit clearly articulates the proficiencies that candidates are expected to develop during their professional Program. These are stated in the course syllabi, the catalogue and by faculty. When interviewing candidates they stated that the expectations were clearly presented via course expectations, student teaching expectations, and faculty expectations.

Recommended rating: Met

Field Experiences and Clinical Practices

Field experiences are integrated throughout the preparation Program. Candidates are required to take a Pre-Autumn course and Student Teaching. And there are also various

practicums depending on the initial Programs of the professional core. However, in speaking with the Director of Field Experiences, it was stated that a formulated scope and sequence would better serve candidates. He stated that the Pre-Autumn experience can be taken by a candidate at any time prior to student teaching. However, if its intention is for candidates to “become familiar with the role of the teacher, the organization of the school district, professional relationships, school community relationships, school culture and climate” then this would be better served, as per the Director of Field Experiences, if the candidates are required to take this course in Block One, as an introduction to the Program.

The Director of Field Experiences also stated that all candidates are participating in field experiences with students with exceptionalities and students from diverse background; however, this is “not being tracked;” therefore, no data could be provided.

In speaking with school personnel (cooperating teachers, principals) and the unit’s personnel there was agreement that resources and expertise to support candidates’ learning was shared.

The general placements of candidates vary depending upon district protocol and are decided upon by joint cooperation. However, the general protocol is as follows: student teaching applications are sorted by “student-identified Geographic and District requests;” field supervisors conduct interviews with candidates and then contact appropriate district personnel with requests; these district personnel submit the requests to schools via building administrators; administrators work with individual teachers to determine placement as viable option; district personnel then notify field supervisor who in turn notify candidates, and once placement is situated the field supervisor will notify the Field Experience Office. Currently there are 32 field supervisors and 66 district partners.

Recommended rating: Met

Endorsement Preparation

Candidates are provided with sufficient and appropriate course work and experiences, and many endorsement programs have benefited by strong collaboration between CTL and faculty in the Arts and Sciences. The endorsement Programs for teachers offers 25 endorsable majors and 11 endorsable minors. For example, the criteria for an endorsement in biology will qualify a candidate to teach biology at the high school or middle school levels. Candidates are required to pass the WEST-E in order to complete the program and receive the endorsement, so all completers have demonstrated the necessary content knowledge.

Recommended rating: Met

Entry and Exit Criteria

The entry and exit criteria for candidates in clinical practice are well publicized in student handbooks, brochures and course syllabi. The course syllabus, EDCS 442 Student Teaching, clearly states the pre-requisites, course requirements, learner outcomes, and course performance indicators. The Student Teaching Handbook also clearly states the regulations that must be followed and met in accordance.

In interviews with student teachers and cooperating teachers it was clear that all parties were aware of the entry and exit criteria for clinical practice.

Recommended rating: Met

Collaboration with P-12 Schools

Faculty in professional education is actively involved with the professional world of practice in the P-12 schools. For example, a member of the Bilingual/TESL department chaired the El Dia de los Ninos Festival and Committee; a member of the science department brought to campus third grader students who worked with pre-service science education teachers on a science lesson.

Recommended rating: Met

Regionally Accredited Degrees

All candidates for the teacher certificate will hold upon their completion a baccalaureate degree from a regionally accredited college or university.

Recommended rating: Met

Pedagogy Assessment Instrument

The Director of Field Experiences confirmed that, per WAC, all candidates are assessed with the Performance-Based Pedagogy Assessment (PPA). The field supervisor is responsible for completing the PPA twice during the candidate's student teaching experience. No aggregated data were provided by the unit that showed that all candidates had demonstrated competency in all areas of the assessment; however, since the PPA is mandated by the state as a condition of residency program completion it is evident that candidates receiving a residency certificate have passed all areas of the PPA.

Recommended rating: Met

STANDARD V: KNOWLEDGE AND SKILLS

Foundational Knowledge

Key knowledge and skills for the teacher certification program are embedded in a core curriculum that reflects the unit's conceptual framework and that is aligned with state standards for teacher preparation. Documentation provided by the program, including course syllabi, verified that state goals for foundational knowledge were addressed within the core education courses and were assessed by a variety of means, including tests, observations, journals and portfolios.

However, documentation of candidate achievement of state standards was not consistently provided. Instructors in some courses have entered assessment data into the unit's LiveText system so that a portrait of candidate achievement over time is beginning to emerge, although the number of datapoints in many cases is only a small proportion of the total number of candidates in the program. For example, the unit's student teaching assessment includes "use of foundational knowledge." Results in LiveText showed 87% of candidates achieving the highest two levels, but the available data reflected about only 10% of the candidates completing the program each year. In other courses, little or no data has yet been entered into the system.

In some cases, course assessments did not explicitly reflect specific state standards. For example, the educational philosophy paper in EDF 301 is aligned with unit goals but not specifically with state standards. Although the content of the paper is congruent with state standards on foundational knowledge, explicit alignment with state standards would provide more focused data.

Recommended rating: Unmet

Effective Teaching

As with foundational knowledge, a review of syllabi indicated substantial alignment with the unit's conceptual framework as well as state standards. Interviews with candidates, graduates, and supervisors showed general consensus that candidates were gaining effective teaching skills. Some candidates indicated a need for more knowledge and skills in classroom management and working with diverse learners. Candidates also affirmed that most faculty model the program's constructivist philosophy, although they had also encountered what they described as overuse of lecturing in a few courses. A majority of candidates expressed a need for more clinical experiences and longer student teaching.

The unit has identified specific assessments related to learning goals, but as with foundational knowledge, data from these assessments have not been consistently entered into the system or aggregated in a way that would allow generalizations about candidate performance or program effectiveness. Data from some courses is available, but not from

others. Hence, there was limited evidence about the degree to which state standards are being met. For example, results of the unit's student teaching assessment showed positive results, but data from this assessment was only available for a small proportion of candidates in the program.

Recommended rating: Unmet

Professional development

As in the other components of teacher knowledge and skills, syllabi indicated substantial alignment with the unit's conceptual framework as well as state standards. There is evidence that coursework provides candidates with ample opportunities for professional reflection. Assignments from a variety of courses require candidates to "go beyond the given" and reflect deeply about professional issues.

Candidates are also provided information about the professional certificate process and are asked to develop a draft professional growth plan.

However, data from assessments have not been consistently aggregated in a way to demonstrate candidate performance or program effectiveness. Data from some courses are available, but not from others. Hence, there was limited evidence about the degree to which state standards are being met.

Recommended rating: Unmet

In summary, the unit's curriculum clearly addresses state standards and provides opportunities for candidates to achieve the necessary knowledge and skills. However, the team's recommended ratings for the three components of teacher knowledge and skills reflect the insufficiency of aggregated evidence to show the degree to which candidates are meeting standards. Though there are some positive indicators, the evidence is not yet sufficiently systematic and consistent, especially for a program that graduates over 400 candidates each year.